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## REVIEWS

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### PERSPECTIVE IN EDUCATION

American teachers are in general very badly informed concerning the history of education in the United States and fail to grasp the significance of present-day problems because they do not see them in perspective. This is due partly to the fact that the available accounts of our educational evolution have been inadequate. Writers obsessed with the classical tradition preferred to describe the systems of Greece and Rome or handled our own educational past in too abstract and theoretical a fashion.

There is every reason therefore to welcome Cubberley's *Public Education in the United States*,<sup>1</sup> which appears in the excellent series of Riverside Textbooks in Education. The book embodies the lectures which Professor Cubberley has been delivering to Sophomores, as an introductory course in education, for the past twelve years and bears throughout the marks of having been carefully wrought.

The author conceives his task to be that of providing a background for the interpretation of current problems in education and hence stresses the idea of struggle and achievement as the American community gradually came to a consciousness of its future and its needs. Stopping for but a glance at the European background to note how our early schools arose out of the Renaissance and the Protestant Revolt, the author proceeds to his main thesis, that from instruments of religion our schools have been gradually changed into instruments of the state. The Puritans alone of the early colonists assumed the attitude that the community should be compelled to maintain schools for all children. With the Revolution and the Constitution came the conception of non-interference with religion but no action as to schools. A public-school sentiment gradually arose, especially wherever the New Englanders settled, and ultimately through the efforts of Horace Mann, Henry Barnard, and other leaders, tax support and professional supervision were attained. After the Civil War certain European influences already felt became more effective. The ideas of Pestalozzi, Herbart, and

<sup>1</sup> *Public Education in the United States*. By ELLWOOD P. CUBBERLEY. Boston: Houghton Mifflin Co., 1919. Pp. 517. \$2.25.

Froebel were spread and they stimulated both the development of psychological method and the enrichment of the curriculum. Scientific study and reorganization and redirection of education mark recent years. But many of the problems which confronted the earlier generations trouble us still.

Everyone connected in any way with our American schools should read this book. It supplies that body of facts without which adequate conceptions of our present-day tasks cannot be formed. It lends dignity to our profession, tempts the individual to see his own small field in relation to the whole, and arouses enthusiasm for the struggles for betterment that are now being made. It is withal a well-made book and well deserves a place of honor on the shelves, to be consulted again and again.

J. F. H.

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#### BOOK NOTICES

[Mention under this head does not preclude review elsewhere]

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*Right Royal.* By JOHN MASEFIELD. New York: The Macmillan Co., 1920.

Pp. 145.

A longer narrative poem to be read by everybody.

*New Voices.* By MARGUERITE WILKINSON. New York: The Macmillan Co., 1920. Pp. 409. \$2.50.

An introduction to contemporary poetry.

*Blind.* By ERNEST POOLE. New York: Macmillan Co., 1920. Pp. 416. A story of these times reflecting the currents and cross-currents of the time of the world-war.

*English Madrigal Verse 1588-1632.* Edited from the original songbooks by E. H. FELLOWS. New York: Oxford University Press, 1920. Pp. 640.

*Raleigh: The Shepherd of the Ocean.* A pageant drama by FREDERICK HENRY KOCH. With a Foreword by Edwin Greenlaw. Printed at Raleigh, North Carolina, by Edwards and Broughton Printing Co., 1920. Pp. 95. "Designed to commemorate the tercentenary of Sir Walter Raleigh."

*A History of English-Canadian Literature to the Confederation.* By RAY PALMER BAKER. Cambridge: Harvard University Press, 1920. Pp. 200. The relation of the literature of Canada to that of Great Britain and the United States.

*Democracy and Ideals: A Definition.* By JOHN ERSKINE. New York: George H. Doran Co., 1920. Pp. 152. Addresses relating to the educational work of the army in France.